



## Maryville Elementary School

2125 Poplar Street  
Georgetown, SC 29440

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	503 Students	
<b>Principal</b>	Stephanie S. Stuckey	843-546-8423
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Jim Dumm	843-436-7000

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

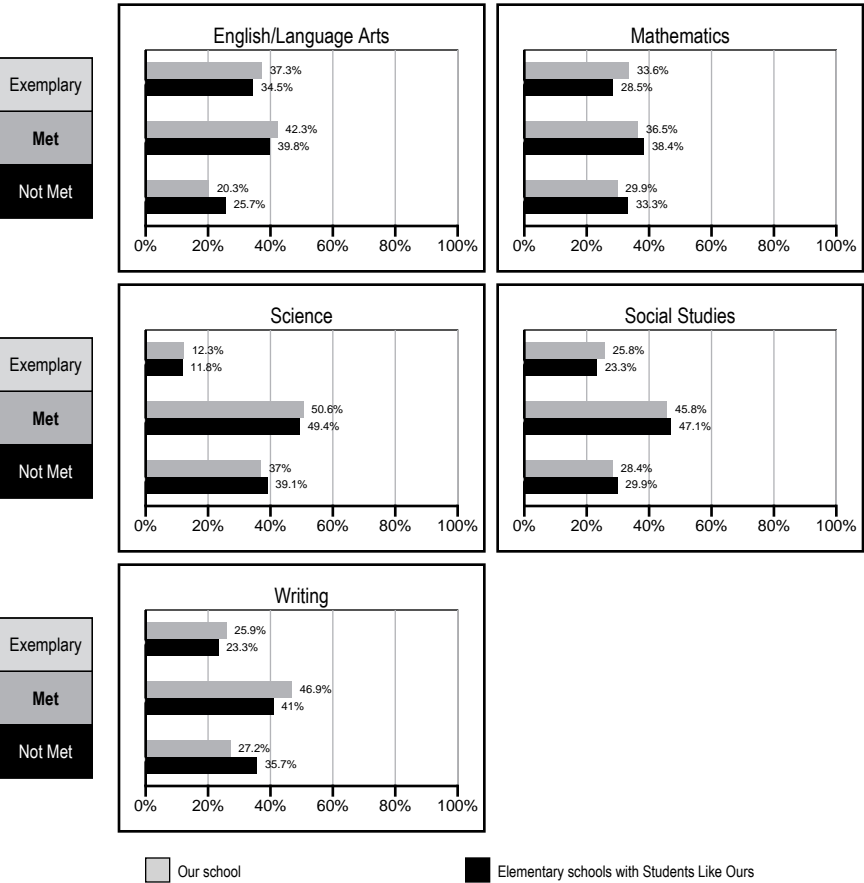
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
9	13	97	16	5

\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=503)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	No Change	1.2%	0.9%
Attendance rate	96.0%	Down from 96.5%	96.0%	96.3%
Served by gifted and talented program	4.9%	N/A	4.5%	7.2%
With disabilities	14.2%	N/A	14.1%	12.4%
Older than usual for grade	3.5%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=40)</b>				
Teachers with advanced degrees	67.5%	Up from 65.0%	59.6%	62.5%
Continuing contract teachers	77.5%	Down from 80.0%	82.0%	83.3%
Teachers returning from previous year	90.1%	Up from 86.8%	87.1%	88.3%
Teacher attendance rate	95.4%	Down from 95.7%	94.7%	95.0%
Average teacher salary*	\$49,460	Up 2.9%	\$47,226	\$48,193
Professional development days/teacher	4.6 days	Down from 14.2 days	11.2 days	11.0 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Up from 16.1 to 1	19.4 to 1	20.1 to 1
Prime instructional time	90.9%	Down from 91.6%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.7%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,534	Up 0.0%	\$7,562	\$7,364
Percent of expenditures for instruction**	65.0%	Down from 65.1%	68.0%	68.0%
Percent of expenditures for teacher salaries**	63.0%	Up from 61.8%	65.0%	66.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The faculty and staff at Maryville Elementary School believe in working hand-in-hand with the parents and community. We strive to offer stimulating instructional programs that will challenge our students to work toward their full academic potential.

Throughout the year we continue to assess student progress to improve instructional strategies used in our classrooms to meet the needs of our diverse population. It is necessary for us to develop enrichment, as well as remediation programs, at all levels of instruction through academic tutors, focus groups, and continuous flexible grouping to meet the needs of individual students. The students achieved much success this year with these in place. Simultaneously we continue to examine data from common assessments, Benchmarks, DIBELS, and MAP and made adjustments to instruction as needed. Along with the implementation of Voyager in our resource classes these practices were significantly beneficial to our students' growth in decoding, comprehension, and fluency.

All students are immersed in literature at the students' appropriate reading level through fiction and non-fiction text. Through the continued professional development and focus on varied teaching strategies to enhance their knowledge.

Maryville students are provided with opportunities through various areas of discipline. Opportunities or students' continued growth and development through technology, music, art, and physical education. Annually, our Special Needs students participate in the local and state Special Olympics in which they return adorned with medals. Our students also have the opportunity for continued growth through musical performances.

Maryville's P.T.O. has been a tremendous partner for our faculty, staff, and students. They provide classroom/field trip requests and teacher incentives. The P.T.O. is also generous when showing appreciation to faculty and staff throughout the year.

We are dedicated to achieving our mission by developing critical thinkers and preparing each student to be responsible while challenging them through their educational experience. Academic success is a top priority. We ask for your continued support through this journey.

Stephanie S. Stuckey, Principal  
Melanie Foxwell, SIC-Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	20	75	36
Percent satisfied with learning environment	95%	76%	94.5%
Percent satisfied with social and physical environment	95%	84%	94.5%
Percent satisfied with school-home relations	79%	89.2%	94.4%

\* Only students at the highest elementary school grade level and their parents were included.

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	88.6
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Maryville Elementary School school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.6%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.5%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	655.5	644.7	615.0	629.9	100.0	100.0
Male	651.9	642.5	615.2	633.3	100.0	100.0
Female	659.9	647.4	614.7	626.4	100.0	100.0
White	672.8	659.3	632.3	639.4	100.0	100.0
African American	640.6	629.4	598.7	619.3	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	656.7	655.8	617.4	641.3	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	604.1	595.3	572.1	595.4	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	650.6	641.1	611.3	626.4	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	87	100	20.8	26	53.2	79.2
	4	103	100	27.4	47.4	25.3	72.6
	5	84	100	32.9	39.2	27.8	67.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	84	100	18.8	31.3	50	81.3
	4	72	100	23.5	39.7	36.8	76.5
	5	95	100	19.4	53.8	26.9	80.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	87	100	29.9	36.4	33.8	70.1
	4	103	100	23.2	53.7	23.2	76.8
	5	84	100	21.5	53.2	25.3	78.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	84	100	46.3	27.5	26.3	53.8
	4	72	100	22.1	33.8	44.1	77.9
	5	95	100	21.5	46.2	32.3	78.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	44	100	42.5	42.5	15	57.5
	4	103	100	34.7	61.1	4.2	65.3
	5	42	100	44.7	52.6	2.6	55.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	42	100	37.5	52.5	10	62.5
	4	72	100	35.3	47.1	17.6	64.7
	5	47	100	39.1	54.3	6.5	60.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	43	100	21.6	45.9	32.4	78.4
	4	103	100	26.3	50.5	23.2	73.7
	5	42	100	41.5	43.9	14.6	58.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	42	100	27.5	47.5	25	72.5
	4	72	100	23.5	47.1	29.4	76.5
	5	48	100	36.2	42.6	21.3	63.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	83	100	32.9	51.9	15.2	67.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	85	97.7	28.8	42.5	28.8	71.3
	4	72	98.6	29	40.6	30.4	71
	5	95	100	23.7	55.9	20.4	76.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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